

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2008 SCORING GUIDELINES (Form B)**

**Question 2**

**Contrast late-nineteenth-century European attitudes and policies about race to those after 1950.**

**9–8 Points**

- Thesis is clearly stated and addresses BOTH attitudes and policies in BOTH periods.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced; attitudes and policies in BOTH periods are covered.
- Discusses at least two points of contrast for each period with at least several (two to three) specific examples.
- May contain some minor errors that do not detract from the argument (for example, Israel was established in 1950).

**7–6 Points**

- Thesis is clearly stated and addresses BOTH attitudes and policies in BOTH periods, but may emphasize one period over the other.
- Organization is clear and effective in support of the argument, but not consistently followed.
- Essay is balanced overall; both periods AND attitudes and policies are discussed, although one might be discussed more superficially or in less detail.
- Discusses at least two points of contrast for each period with at least one supporting piece of evidence for each.
- May contain several minor errors or a major error that detracts from the argument.

**5–4 Points**

- Thesis is clearly stated but might only address one aspect of the question.
- Organization is apparent but is ineffective or inconsistently followed.
- Essay shows imbalance: discusses either attitudes or policies in both periods, or discusses attitudes and policies in both periods superficially.
- Most of the major assertions in the essay are supported by least one piece of relevant evidence.
- May contain major errors or misleading overgeneralizations that detract from the argument.
- May contain irrelevant information (the slave trade, the Holocaust, Hitler, the United States Civil Rights Movement).

**3–2 Points**

- Invalid or irrelevant thesis, or the thesis simply restates the question.
- Organization is unclear and ineffective.
- Essay shows serious imbalance: only one period is discussed adequately, and either attitudes or policies are ignored.
- Includes only one or two major assertions about one or the periods.
- Offers little factual support or specific examples.
- May contain several major errors that detract from the argument.
- May contain irrelevant information.

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**Question 2 (continued)**

**1–0 Points**

- No discernable attempt at a thesis.
- Poorly organized.
- Tends to be a rant against the evils of racism, or entirely off task (for example, an essay on the slave trade).
- Ignores major aspects of the question.
- Off task chronologically and/or geographically.
- Little or no supporting evidence is used.
- Contains numerous major errors and irrelevant information.

# AP<sup>®</sup> EUROPEAN HISTORY

## 2008 SCORING GUIDELINES (Form B)

### Question 2 Historical Background

This question asks how European attitudes and policies about race were different after 1950 from attitudes and policies in the late nineteenth century.

To answer this question a student would need to think about what those attitudes were in the two different times and contrast them. A student would not need to explain how those attitudes were alike, although the stronger essays might do so. The simplest essay might list accurately the attitudes and policies in each period and describe the differences.

#### Textbook Material

Material in this section is derived from the following texts:

Chambers et al., *The Western Experience* (9th edition, 2007)

Kagan, *The Western Heritage* (9th edition, 2007)

Kishlansky, *Civilization in the West* (7th edition, 2008)

Noble et al., *Western Civilization: Beyond Boundaries* (4th edition, 2007)

Most texts do not talk about “race” in the late nineteenth century, so a student would need to remember that anti-Semitism would fall into this category and call up knowledge of Social Darwinism as well. When talking about the period after 1950, a student would have to resist any automatic response concerning race in the United States and think about decolonization, including the decline of the British Empire and the French withdrawal from Algeria, as well as the influx of immigrants into Europe.

The best texts for this question are Kishlansky, Chambers, and Palmer. Noble brings in some additional characters in the nineteenth century (Mary Kingsley and her discussion of African difference, not inferiority, and Edward Tylor and Paul Broca and their work in anthropology and evolution). Kagan joins Noble in placing Arthur de Gobineau and H. S. Chamberlain as anti-Semites and racists writing in the late nineteenth century.

#### Late Nineteenth Century

- Herbert Spencer and Charles Darwin: Social Darwinism and “survival of the fittest,” equating cultural with racial superiority and used as a rationale for the colonial scramble and European Imperialism.
- Rudyard Kipling and the “white man’s burden.”
- Anthropology identifies racial differences and scientifically reinforces Darwin.
- Anti-Semitism: institutionalized persecutions and massacres (pogroms), even though the Jews were given religious and civil rights in the mid-nineteenth century. Professional and intellectual success leads to mass antipathy among the European population, and Jews were blamed for economic problems of the period—Dreyfus Affair, Zionism, Theodor Herzl, BUT not the Holocaust.
- **Off task:** slavery, the slave trade, Nazism.

#### Post-1950

- Guest workers and former British Empire citizens: discrimination in schools, even in birth countries. Post-1973 oil crisis attempts to restrict and/or control foreign workers.
- In Germany, third- and fourth- generation foreign workers (especially Muslims and Turks) denied right of naturalization (“guest workers”/“*Gastarbeiter*”).
- France: police discrimination and identity controls, especially of North African Arabs and Vietnamese. Violence in Algeria. Non-whites from former colonies.

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**Question 2 Historical Background (continued)**

- Great Britain: ghetto riots in 1980-81. British Empire decolonization: Africa, Asia, Caribbean.
- Non-whites from former colonies in Britain, France, etc.
- Anti-Semitism weakened in postwar Europe.
- Some racist reaction (neo-Nazis, skinheads) but generally anti-racist policies from 1990 on.
- Soviet Union: Chambers mentions Stalin, Trofim Lysenko, and anti-Semitism.
- **Off task:** Hitler, Nazis, Japanese internment camps, United States (civil rights, Ku Klux Klan, Martin Luther King, Jr., etc.).

2.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Race has been a dividing issue in Europe for many, many years. In the late-nineteenth-century, racism was a prevalent ideology in Europe. It justified taking advantage of certain peoples and using them as scapegoats. After 1950, Europe saw a change in attitude and policy regarding race that provided respect for different peoples and the condemning of racism.

In nineteenth-century Europe, <sup>Anti-Semitism</sup> ~~racism~~ was largely accepted, even by the government. In Russia, the czar advocated pogroms, or organized violence, against the Jews. The government had blamed economic shortfalls on the Jews to keep blame from themselves. In France, the Dreyfus Affair illustrated Anti-Semitism in a supposedly modern country. In the affair, a Jewish man was wrongly convicted of treason. In truth, other army officials had forged evidence to make him look guilty. The blame-game on the Jews resulted in violence and death that the government did not stop.

Besides scapegoating, racism also justified imperialism. In Rudyard Kipling's "The White Man's Burden," he claimed it was the duty of white nations to civilize the "savages." Many <sup>nations</sup> ~~people~~ used this excuse to colonize lands in Asia and Africa. They claimed they were helping the inferior races. In reality, imperialists took advantage of the land's resources and destroyed the ~~cultures~~ cultures of those living there. Governments wholeheartedly approved of colonization. In the Conference of Berlin, they even set up rules regarding ~~dividing~~ the division of Africa. The natives of the lands

as if it were  
just a pie

Write in the box the number of the question you are answering on this page as it is designated in the examination.

2

2A-2

were often abused without consideration because they were <sup>thought of as</sup> inferior.

After 1950, Europe condemned racism as immoral. After World War II, the atrocities of the Holocaust came to light. This influenced Europeans <sup>to</sup> support ~~the~~ <sup>the</sup> home state of Israel for the Jews, despite opposition from the Middle East. The United Nations had a separate committee devoted to decolonization. This resulted in the dismantling of the great empires, including those of Britain and France. These nations were forced to let go of colonies because of <sup>the</sup> public <sup>condemnation</sup> ~~condemning~~ of racism. ~~Today, racism~~ European nations tried to shake off any images of ~~racism~~ racism by condoning independence for different peoples.

The modern era after 1950 was a time when Europe stopped supporting racism. Late-nineteenth-century European attitudes and policies were teeming with racism as shown by Anti-Semitic acts and imperialism. Modern Europe atoned for these actions by respecting different races. They decolonized and supported ~~an~~ an independent Jewish ~~state~~ state. Today, <sup>discrimination against</sup> ~~organized violence~~ against ~~other~~ races is abhorred and would not be allowed by the European states.

The "race" issue has been a problem ever since the days of colonialism began and even long before that. Since the 1800's - 1900's, however, there has been a dramatic change. A change marked by the concept of acceptance. This change has altered the ways in which humanity has functioned.

In the 1800's slavery was so common a belief as religion. It was just the way things are, or were. Blacks and other "inferior races" were treated poorly even in freedom. They were not to be educated, talked to or respected. They were on a lower level of humanity and everyone accepted this. However, time progressed and with it so did the human soul. Men began to question the morality of enslavement and the justifications for their superiority. They started treating blacks with human regard. They gave them the privileges every man was entitled to. They educated them and gave them better lives. With this new found education blacks began to question the legitimacy of their enslavement. They began to speak out and want liberation.

By the 1950's the black ~~man~~ culture was having a renaissance of its own. They wanted liberation from their colonial rulers. Most of Europe began decolonizing in realization that it debatably hurt them, economically, more than without them and in regard to their humanistic values. Some, like France, saw no reason to release their hold on "their" property. But most had become accustomed to the "lesser" races and felt sympathy towards some after the events of the Holocaust. By this time most of Europe had grown tolerance and mutual compassion for its varying races.

Though racism continues to exist, it is not on the same level as it once was. The difference in attitudes from the 1800's to the 1950's in Europe is nothing short phenomenal. They proved that coexistence is possible.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

2

In the 1950's, attitudes ~~and~~ and behaviors towards the various races were ~~extremely~~ significantly different than ~~it~~ in the late 1800's. Desegregation, equality, and integration were all being put into place, establishing everyone ~~to~~ equally, with no ~~to~~ discrimination against race. But the 1800's were a quite different matter.

The late nineteenth-century still viewed non-white Europeans as an unworthy, less-privileged race. Slavery was still ~~practiced~~ widely practiced, though it was dying down and losing popularity. The struggle for equal rights began somewhat in the early nineteenth century, and war fought for decades. Equal opportunity for all men was unheard of: your success depended on your race, and there was nothing you could do about it. But the struggle was continued, and it eventually paid off. By the 1950's equality was successfully established.

One race especially persecuted was ~~Jews~~ ~~Jews~~ the Jewish race. The majority of Europe was either Roman Catholic ~~or~~ or Protestant, both believing that Jesus Christ is the true savior who delivers ~~us~~ us from sin. But Jews believe that Jesus was simply a good man, and that our Messiah <sup>will</sup> one day return to us and deliver us. This religion leads ~~to~~ a completely different lifestyle, with many customs and laws unnatural to us. Therefore, Jews <sup>were considered</sup> ~~were~~ wrong and should be persecuted for their ignorance. The late 1800's were filled with persecution and hatred toward the Jewish population. Eventually a war broke out over racial purification when



2

Write in the box the number of the question you are answering on this page as it is designated in the examination.

a powerful general named Hitler ran with his perfect Aryan race<sup>idea</sup> and set out to purge those unclean from it. Jews were banished from civilizations in Germany, and if they did not <sup>leave</sup> go, they were persecuted, punished, and tortured simply for believing and practicing their faith. Kristallnacht, the Night of Broken Glass, was a night when German special forces were sent to vandalize all Jewish property, and the Nuremberg laws were established to deprive the Jews of basically ~~all~~ all human privileges<sup>with</sup>, forcing them to ~~were~~ wear the Star of David, forbidding them to work, and other ridiculous restrictions. In the end of the War, ~~but to find it~~ Jews found themselves in concentration camps, tortured to the brink of death or even further. But once the Allies put an end to the German domination, Jews were shown the respect they deserve. An entire nation was recreated specifically for them, Israel, and they now have full rights, just as everyone else.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2008 SCORING COMMENTARY (Form B)**

**Question 2**

**Sample: 2A**

**Score: 8**

This essay has a clear thesis and detailed information on late-nineteenth-century European attitudes and policies about race (pogroms in Russia, the Dreyfus Affair, Kipling's "The White Man's Burden," New Imperialism). The discussion of the post-1950s era is solid, although less detailed, and it is this feature that kept the essay from earning the top score. It was awarded an 8, however, because the post-1950s material is not superficial.

**Sample: 2B**

**Score: 4**

This essay's thesis is vague, as is most of the information provided. The second paragraph seems to be about the United States rather than Europe. The response received a score of 4 rather than 3 because it has an identifiable thesis and clear organization. It did not merit a 5 because the level of detail is not specific enough.

**Sample: 2C**

**Score: 2**

The thesis of this essay is unfocused and not entirely accurate. Much of the response contains irrelevant information (slavery, the concept of equal opportunity, the idea that the Second World War was caused by race, Nuremberg Laws, *Kristallnacht*). The essay received a score of 2 rather than 1 because there is some relevant information about the history of the Jews, including the establishment of Israel. It did not merit a 3 because much of the information is irrelevant, making the essay very unbalanced.